

# ESEA FOR LEAS

A series of horizontal lines of varying lengths and colors (teal and white) extending from the left edge of the slide towards the right, positioned below the main title.

## Cycle 1 Monitoring

September 2014

# Monitoring Through ALEAT

- View and respond to questions regarding criteria monitored through ALEAT.
- Upload documentation into the file cabinet in the ALEAT system.
- LEA Administrators in ALEAT provide invitation codes for their LEA.

ALEAT Help Desk

Tee Lambert

ESEA Monitoring Coordinator

Highly Effective Schools

(602) 542.4353

[tee.lambert@azed.gov](mailto:tee.lambert@azed.gov)

September 2014

# Expectations for Federal Compliance

Although LEAs must be in compliance with the designated cycle monitoring for the current school year, the LEA is also expected to be in continuous compliance with all of the requirements outlined in each cycle.

The assigned cycle monitoring for the current academic year does not absolve the LEA from meeting and completing the requirements and responsibilities outlined under Elementary and Secondary Education Act of 1965.

Noncompliance may result in suspension of federal funding.

# Cycle 1

## What is it?

- Self assessment of policies and procedures.

## What is monitored?

- Policies and Procedures Verification
  - Assurances for Cycle Monitoring
  - Homeless Education
  - Title I LEA Parent Involvement Policy
  - Title I School Parent Involvement Policy

## Who is responsible to monitor?

- **ADE Title I Specialists**

# C1-01: Statement of Assurance

## Compliance Indicator

Affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument to verify compliance and uploaded the requested evidence.

2010 - 2011 ESEA Programmatic Monitoring Statement of Assurance			Cycle 1						
<p>An LEA participating in the <i>Elementary and Secondary Education Act</i> is required to complete a self-assessment annually to ensure that programs are in compliance with all applicable statutes, regulations, and applications.</p> <p>Submission of the Cycle I Monitoring Instrument in Arizona LEA Tracker (ALEAT) affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument to verify compliance.</p> <p>Required evidence to be uploaded in the LEA ALEAT Filing Cabinet:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> LEA Title I Parent Involvement Policy</li><li><input type="checkbox"/> Evaluation of Effectiveness of Parental Involvement Activities</li><li><input type="checkbox"/> Summary of Parent Involvement Set Aside Expenditures (<i>if applicable</i>)</li><li><input type="checkbox"/> Title I School Parent Involvement Policies/Plans</li><li><input type="checkbox"/> School-Parent Compacts</li><li><input type="checkbox"/> Title I Annual Meeting Notice and Agenda</li><li><input type="checkbox"/> LEA Homeless Education Policy</li><li><input type="checkbox"/> Homeless Education Dispute Resolution Process</li><li><input type="checkbox"/> HCY Reservation Funds</li><li><input type="checkbox"/> Homeless Education Staff Training Agenda and Sign in Sheets</li><li><input type="checkbox"/> Location of public notice of the educational rights of HCY</li><li><input type="checkbox"/> Migrant Education Program (MEP) Needs Assessment (<i>if applicable</i>)</li><li><input type="checkbox"/> MEP Priority for Services (<i>if applicable</i>)</li><li><input type="checkbox"/> MEP Service Delivery Plan (<i>if applicable</i>)</li></ul> <p>As the authorized agent of the LEA, I attest that the review and information provided in Cycle 1 is accurate and true. The requested evidence has been uploaded to verify compliance.</p> <p><i>I understand that funding may not be allocated or the LEA placed on programmatic hold if the ADE identifies that any of the evidence provided to ADE is found to be false and/or deemed out of compliance.</i></p> <table border="0"><tr><td>CTDS _____</td><td>LEA _____</td><td>Date _____</td></tr><tr><td>Authorized Signature _____</td><td>Email address _____</td><td>Phone _____</td></tr></table> <p>ESEA Cycle 1 Monitoring 8/2010 <span style="float: right;">Upload this Signed document into ALEAT</span></p>				CTDS _____	LEA _____	Date _____	Authorized Signature _____	Email address _____	Phone _____
CTDS _____	LEA _____	Date _____							
Authorized Signature _____	Email address _____	Phone _____							

# C1-01: Statement of Assurance

Enter the following information:

CTDS #

LEA Name

Date

Authorized Signature

E-Mail Address

Phone Number

2010 - 2011  
ESEA Programmatic Monitoring  
**Statement of Assurance**

Cycle 1

An LEA participating in the *Elementary and Secondary Education Act* is required to complete a self-assessment annually to ensure that programs are in compliance with all applicable statutes, regulations, and applications.

Be sure to print out this form once completed and save for your records. Data typed into this form cannot be saved.

Scan the completed form and save as an e-copy to be uploaded into ALEAT.

☐ Homeless Education Staff Training Agenda and Sign in Sheets  
☐ Location of public notice of the educational rights of HCY  
☐ Migrant Education Program (MEP) Needs Assessment (if applicable)  
☐ MEP Priority for Services (if applicable)  
☐ MEP Service Delivery Plan (if applicable)

As the authorized agent of the LEA, I attest that the review and information provided in Cycle 1 is accurate and true. The requested evidence has been uploaded to verify compliance.

*I understand that funding may not be allocated or the LEA placed on programmatic hold if the ADE identifies that any of the evidence provided to ADE is found to be false and/or deemed out of compliance.*

CTDS \_\_\_\_\_ LEA \_\_\_\_\_ Date \_\_\_\_\_  
Authorized Signature \_\_\_\_\_ Email address \_\_\_\_\_ Phone \_\_\_\_\_

ESEA Cycle 1 Monitoring 8/2010 Upload this Signed document into ALEAT

September 2014

# Homeless Education

## C1-02: Homeless Education Policy

- *Homeless Education Policy*

## C1-03: Homeless Education Liaison

- *HCY Public Notice of Locations*
- *HCY Reservation of Funds form*
- *Staff Training of Homeless – agenda/sign-in sheets*

## C1-04: Homeless Education Dispute Procedure

- *Homeless Education Dispute Process*

# C1-02: Homeless Education Policy

## Compliance Indicator

Policy must ensure the following:

- ✓ Homeless students are not segregated or stigmatized.
- ✓ Immediately identified and enrolled
- ✓ Receive transportation if needed to and from the school
- ✓ Removes all barriers to the enrollment and retention of homeless students.



## Compliance Indicator

- |   |               |       |
|---|---------------|-------|
| <b>Education of Homeless Children and Youth (HCY)<br/>Reservation of Funds (Homeless Set-Aside)</b> |               |       |
| CTDS  | LEA           | Date  |
| Person Completing Form  | Email address | Phone |

Describe how the Title I/ARRA Homeless Set-Asides have been made available for use by the Homeless Education Liaison:

Below is a list of suggested uses of Title I, Part A/ ARRA homeless set-asides. Indicate by checking the box of each of the following items that were provided to McKinney-Vento Eligible Students. For each suggested use, indicate the approximate number of students that benefitted from that service.

To assist a homeless student with services that are not ordinarily provided to other Title I students and that are not available from other sources. (eye glasses, dental services, birth certificate, immunization, etc.) Number of Students that Benefitted: \_\_\_\_\_

To provide educationally-related support services to children in shelters and other residential locations. Number of Students that Benefitted: \_\_\_\_\_

To support extended-day and summer activities. Number of Students that Benefitted: \_\_\_\_\_

To provide tutoring or supplemental instruction to students at risk of school failure. Number of Students that Benefitted: \_\_\_\_\_

To provide school supplies or supplies for special school projects (art, home economics, science, etc.) Number of Students that Benefitted: \_\_\_\_\_

To provide school uniforms or specialized clothing for participation in school activities. Number of Students that Benefitted: \_\_\_\_\_

To pay fees required for participation in school activities (field trips, snacks). Number of Students that Benefitted: \_\_\_\_\_

To meet basic needs of students experiencing homelessness (clothing, supplies, health services) so that they may participate more fully in school. Number of Students that Benefitted: \_\_\_\_\_

To support parent involvement activities to assist parents in homeless situations. Number of Students that Benefitted: \_\_\_\_\_

# C1-03: Homeless Education Liaison

Enter the following information:

CTDS #

LEA Name

Date

Person Completing the Form

E-Mail Address

Phone Number

Describe how the Title I/ARRA Homeless Set-Asides have been made available for use by the Homeless Education Liaison. This should explain how funding set-aside for homeless students and related services are used.

Check the box of each item that were provided to McKinney-Vento students and indicate the approximate number of students who benefitted from that service.

Suggested uses continue on the second page.

Education of Homeless Children and Youth (HCY) Reservation of Funds (Homeless Set-Aside)		
CTDS _____	LEA _____	Date _____
Person Completing Form _____	Email address _____	Phone _____
Describe how the Title I/ARRA Homeless Set-Asides have been made available for use by the Homeless Education Liaison:		
<div>Be sure to print out this form once completed and save for your records. Data typed into this form cannot be saved.</div> <div>Scan the completed form and save as an e-copy to upload into ALEAT.</div>		
To provide school supplies or supplies for special school projects (art, home economics, science, etc.) Number of Students that Benefitted: _____		
To provide school uniforms or specialized clothing for participation in school activities. Number of Students that Benefitted: _____		
To pay fees required for participation in school activities (field trips, snacks). Number of Students that Benefitted: _____		
To meet basic needs of students experiencing homelessness (clothing, supplies, health services) so that they may participate more fully in school. Number of Students that Benefitted: _____		
To support parent involvement activities to assist parents in homeless situations. Number of Students that Benefitted: _____		
Continued on Next Page		
HCY Reservation of Funds 8/2010		Upload into ALEAT Filing Cabinet

September 2014

# C1-04: Homeless Education Dispute Procedure

Complete and submit this document under C1-04.

## Compliance Indicator

- HCY are enrolled in school of choice until dispute is settled.
- LEA delivers a decision in writing to the family of the HCY.
- The parents of the HCY are notified of their right to appeal to the state level.

**ABC School**  
**Education of Homeless Children and Youth**  
**Dispute Resolution Process**

*This is intended to serve as a template for an LEA's Dispute Resolution Process. At the minimum, please modify the red text to accurately reflect the process for your specific LEA. You may delete this text box.*

If a dispute arises over school selection or enrollment in for a student eligible under the McKinney-Vento Act –

The child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. **ABC School** will provide its share of the transportation to the school selected for the duration of the dispute resolution process.

The child, youth, parent, or guardian shall be referred to **ABC School's** Local Educational Liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute. In the case of an unaccompanied youth, the Local Educational Liaison shall ensure that the youth is immediately enrolled in school pending the resolution of the dispute.

The Local Educational Liaison shall work through the expedited dispute resolution process. For **ABC School**, that process involves:

**A) Who – Who will the decision-makers be?**

**B) What – What will they do in order to come to a decision? Meet? Review what? Investigate?**

**C) When – What is the timeline? A decision will be made within how many days from learning of the dispute?**

**ABC School** shall provide the parent, guardian, or homeless youth with:

- 1) a written explanation of the school's decision regarding school selection or enrollment; and
- 2) written forms so that, if dissatisfied with the school's decision, the parent, guardian or youth may appeal the decision to the state level.

(<http://www.ade.az.gov/asd/homeless/disputeresolution.asp>)

ADE 9/24/2010

September 2014

# C1-04: Homeless Education Dispute Procedure

You may use this document as a template for your Homeless Education Dispute Process.

Remember to enter your LEA's name wherever it says **ABC School** in the template.

Be sure to list the following involved in the process:

- A) *Who -- Who will the decision-makers be?*
- B) *What -- What will they do in order to come to a decision? Meet? Review what? Investigate?*
- C) *When -- What is the timeline? A decision will be made within how many days from learning of the dispute?*

## **ABC School** Education of Homeless Children and Youth Dispute Resolution Process

*This is intended to serve as a template for an LEA's Dispute Resolution Process. At the minimum, please modify the red text to accurately reflect the process for your specific LEA. You may delete this text box.*

If a dispute arises over school selection or enrollment in for a student eligible under the McKinney-Vento Act –

The child or youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. **ABC School** will provide its share of the transportation to the school selected for the duration of the

## Save an e-copy and upload inside ALEAT.

unaccompanied youth, the Local Educational Liaison shall ensure that the youth is immediately enrolled in school pending the resolution of the dispute.

The Local Educational Liaison shall work through the expedited dispute resolution process. For **ABC School**, that process involves:

- A) *Who – Who will the decision-makers be?*
- B) *What – What will they do in order to come to a decision? Meet? Review what? Investigate?*
- C) *When – What is the timeline? A decision will be made within how many days from learning of the dispute?*

**ABC School** shall provide the parent, guardian, or homeless youth with:

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(<http://www.ade.az.gov/asd/homeless/disputeresolution.asp>)

ADE 9/24/2010

# Title I-A LEA Parent Involvement

## C1-05: LEA Parent Involvement Policy

- *LEA Parent Involvement Policy*
- *Evaluation of the Effectiveness of the Title I Parent Involvement Activities*

## C1-06: 1% Parent Involvement Set Aside

- *Summary of Parent Involvement Set Aside Expenditures*

# LEA Title I

## Parent Involvement Policy

- Develop jointly with, agree on with and distribute to parents.
- Incorporate the policy into the Continuous Improvement Plan.
- Coordinates and integrates parental involvement strategies under Title I with other programs.
- Involves parents in the activities of the LEA and Title I schools.

# C1-05: LEA Parent Involvement Policy

Review this document under C1-05.

## Compliance Indicator

- Parents are involved in the development, implementation, support, and annual evaluation of the policy.
- Distribute a written version of the policy in an understandable, uniform format and in a language parents can understand.

### *Evaluation of Effectiveness of LEA Parental Involvement Policy*

The statute specifies that an annual evaluation be conducted of the content and effectiveness of the parental involvement policy to determine whether there has been increased participation and whether there are barriers to greater participation by parents who are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. To carry out such an evaluation, the LEA, in conjunction with participating parents, could consider developing methods for--

1. comparing levels of parental participation prior to and following implementation of the newly required policy;
2. determining whether the levels of participation of parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background are represented in adequate proportions;
3. identifying barriers to greater participation by these groups;
4. assessing the effectiveness of parental participation activities, procedures, and policy in the improvement of schools;
5. reporting evaluation findings; and
6. using evaluation findings to revise school-level policy so that it promotes more specifically the improvement of student academic achievement, the social and emotional welfare of students, and the school's teaching and learning environment.



# C1-05: LEA Parent Involvement Policy

Review this document under C1-05.

LEAs must conduct an annual evaluation on the content and effectiveness of the parental involvement policy. This evaluation should be conducted in conjunction with participating parents.

## Focused Questions

- Has there been increased parental participation?
- Are there barriers to greater participation by different parent subgroups?

## Suggested Criteria for Evaluation

- Compare participation between, procedures, and policies for school improvement.
- Determine level of participation of subgroups.
- Identify barriers to greater participation.
- Assess the effectiveness of parental participation activities

### *Evaluation of Effectiveness of LEA Parental Involvement Policy*

The statute specifies that an annual evaluation be conducted of the content and effectiveness of the parental involvement policy to determine whether there has been increased participation and whether there are barriers to greater participation by parents who are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. To carry out such an evaluation, the LEA, in conjunction with participating parents, could consider developing methods for--

1. comparing levels of parental participation prior to and following implementation of the newly required policy;
2. determining whether the levels of participation of parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background are represented in adequate proportions;
3. identifying barriers to greater participation by these groups;
4. assessing the effectiveness of parental participation activities, procedures, and policy in the improvement of schools;
5. reporting evaluation findings; and
6. using evaluation findings to revise school-level policy so that it promotes more specifically the improvement of student academic achievement, the social and emotional welfare of students, and the school's teaching and learning environment.



# C1-05: LEA Parent Involvement Policy

## Sample Template of Parent Involvement Policy

### **Part II. Description of How District Will Implement Required District Wide Parental Involvement Policy Components**

List actions and activities for the following:

1. How the LEA involves parents in the joint development of the LEA parent involvement plan. ([Section 1112, ESEA](#))
2. How the LEA involves parents in the process of school review and improvement ([Section 1116, ESEA](#))
3. How the LEA provides the necessary coordination, technical assistance, and other support to Title I schools in planning and implementing effective parental involvement activities.
4. How the LEA will conduct with parents an annual evaluation of the content and effectiveness of the parent involvement policy in improving the quality of its Title I Schools.

Enter the name of the LEA wherever it indicates **name of the school district**.

### Appendix D: LEA Parental Involvement Policy

#### SAMPLE TEMPLATE\*

**NOTE:** In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required District wide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118(a)(2) requires be in the district wide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

\* \* \* \* \*

#### PART I. GENERAL EXPECTATIONS (Sample Template)

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA.] There is no required format for those written expectations; however, this is a sample of what might be included.]

The name of school district agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement

Parental Involvement Guidance

# C1-05: LEA Parent Involvement Policy

## Sample Template of Parent Involvement Policy

### **Part III. Discretionary District Wide Parental Involvement Policy Components**

The District Wide Parental Involvement Policy may list and describe other discretionary activities LEA, **in consultation with its parents**, that build parents' capacity for involvement in the school and school system to support academic achievement.

#### Examples:

- involving parents in the development of training for staff to improve effectiveness
- providing necessary literacy training for parents
- training parents to enhance the involvement of other parents
- adopting and implementing model approaches to improving parental involvement
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement
- providing other support for parental involvement activities under [Section 1118](#) as parents may request.

#### Appendix D: LEA Parental Involvement Policy

##### SAMPLE TEMPLATE\*

***NOTE:** In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State*

### **Part IV. Adoption**

Sign, date, and distribute to all parents in a language they can understand.

*parental involvement and strengthen student academic achievement.*

\* \* \* \* \*

#### PART I. GENERAL EXPECTATIONS (Sample Template)

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA.] There is no required format for those written expectations; however, this is a sample of what might be included.]

The \_\_\_\_\_ name of school district \_\_\_\_\_ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement

*Parental Involvement Guidance*

# C1-06: 1% Parent Involvement Set Aside

## Compliance Indicator

- \$500,000 or more in Title IA and ARRA funds combined:  
Reserve at least 1% of Title I and ARRA allocations for parental involvement activities?
- Provide evidence that 95% of the 1% reserved was distributed to participating schools.

Complete this chart if your LEA received Title I and ARRA allocations or \$500,000 or more for the '09-'10 school year.

### *Summary of Parent Involvement Set Asides for SY2009 – 2010 for LEAs receiving \$500,000 or more of combined Title I-A and ARRA funding*

CTDS \_\_\_\_\_

LEA \_\_\_\_\_

Date \_\_\_\_\_

*Directions: Please complete this chart if your LEA received Title I and ARRA allocations totaling \$500,000 or more for the 2009-10 school year. If so, the requirement is to set aside 1% for parent involvement activities. Use this chart to demonstrate the amount of your allocations; the required 1%, how much was distributed to Title I schools, how much was actually budgeted for parental involvement activities and how much was actually spent for parental involvement activities for the 2009-10 school year.*

*Example:*

<i>'09-'10 Title I Allocation Example</i>	<i>ARRA Allocation Example</i>	<i>1% Set Aside (Use Combination of Title I and ARRA allocations)Example</i>	<i>Amount Distributed to Title I schools Example</i>	<i>Parent Involvement Budget Example</i>	<i>Actual Expenditures Example</i>
<i>\$300,000.00</i>	<i>\$200,000.00</i>	<i>\$5,000.00 (1%)</i>	<i>\$4,750.00 (95% of 1%)</i>	<i>\$15,000.00</i>	<i>\$10,000.00</i>
<i>'09-'10 Title I Allocation</i>	<i>ARRA Allocation</i>	<i>1% Set Aside (Use Combination of Title I and ARRA allocations)</i>	<i>Amount Distributed to Title I schools</i>	<i>Parent Involvement Budget</i>	<i>Actual Expenditures</i>

Summary of Parent Involvement Set Aside - 2010

Upload in LEA File Cabinet in ALEAT

# C1-06: 1% Parent Involvement Set Aside

Complete this chart if your LEA received Title I and ARRA allocations or \$500,000 or more for the '09-'10 school year.

Enter the following information:

CTDS #  
LEA Name  
Date

Enter the following information from your Title I consolidated application Excel Spreadsheet:

- '09-'10 Allocation Total
- '09-'10 ARRA Allocation Total
- 1% Set Aside for Parent Involvement (Title I + ARRA)
- Amount Distributed to Title I schools (95% of 1%)
- Parent Involvement Budget
- Actual Expenditures

## Summary of Parent Involvement Set Asides for SY2009 – 2010 for LEAs receiving \$500,000 or more of combined Title I-A and ARRA funding

CTDS

LEA

Date

**Directions:** Please complete this chart if your LEA received Title I and ARRA allocations totaling \$500,000 or more for the 2009-10 school year. If so, the requirement is to set aside 1% for parent involvement activities. Use this chart to demonstrate the amount of your allocations; the required 1%, how much was distributed to Title I schools, how much was actually budgeted for parental involvement activities and how much was actually spent for parental involvement activities for the 2009-10 school year.  
**Example:**

'09-'10 Title I Allocation Example	ARRA Allocation Example	1% Set Aside (Use Combination of Title I and ARRA allocations) Example	Amount Distributed to Title I schools Example	Parent Involvement Budget Example	Actual Expenditures Example
\$300,000.00	\$200,000.00	\$5,000.00 (1%)	\$4,750.00 (95% of 1%)	\$15,000.00	\$10,000.00
'09-'10 Title I Allocation	ARRA Allocation	1% Set Aside (Use Combination of Title I and ARRA allocations)	Amount Distributed to Title I schools	Parent Involvement Budget	Actual Expenditures

Summary of Parent Involvement Set Aside - 2010

Upload in LEA File Cabinet in ALEAT

# Title I-A School Parent Involvement

## C1-07: Title I School Annual Meeting

- *Title I Meeting Notice/Agenda*

## C1-08: Title I School-Parent Compact

- *Title I School-Parent Compact*

## C1-09: Title I School Parent Involvement Policy/Plan

- *Title I School Parent Involvement Policy/Plan*

# Title I School Parent Involvement Policy/Plan

## Title I School-Parent Compact Checklist

The LEA ensures the following:

- All Title I Parent Involvement Policies
  - ✓ Developed with involvement of parents
  - ✓ Distributed to parents
  - ✓ Agreed upon by parents.
- Each Title I school held an annual meeting to explain the Title I program.
  - ✓ Notice of meeting and agenda
- Each Title I school involves parents in the planning, review, and improvement of Title I program and parental involvement activities.

September 2014



# C1-07: Title I School School Parent Involvement

Review this document under C1-07.

## Compliance Indicator

- Invite and encourage parents to attend the annual Title I meeting.
- Agenda must include the following:
  - ✓ Title I program requirements
  - ✓ an explanation of the curriculum
  - ✓ forms of assessment used to measure student progress
  - ✓ proficiency level students are expected to meet
  - ✓ parents' right to participate

### ANNUAL PARENT MEETING

Each year, Title I programs are required to host a meeting for parents to explain what the Title I program is and how parents can become involved in the Title I program. (This is different from the Annual Review meeting, which is also a requirement). At this meeting, the following issues must be addressed:

- Explain their school's participation in Title I (whether they are schoolwide or targeted)
- Explain the Title I requirements (schoolwide or targeted, whichever is applicable)
- Explain what participation in Title I programming means, including:
  - A description and explanation of the school's curriculum;
  - Information on the forms of academic assessment used to measure student progress; and
- Information on the proficiency levels students are expected to meet.
- Explain the district parental involvement policy, school parental involvement policy, and school-parent compact.
- Explain the right of parents to become involved in the school's programs and ways to do so.
- Explain that parents have the right to request opportunities for regular meetings for
  - parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any such suggestions as soon as practicably possible.

In order to keep parents informed, schools must invite all parents of children participating in Title I Part A programs and encourage them to attend. In a schoolwide program, this means ALL parents should be invited; in a targeted assistance program, just those parents with children participating in Title I should be invited. Schools must also offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend.

You must be able to document this meeting with minutes, agendas, sign-in sheets, etc. You may want to do more than the law requires for this meeting, especially if you often have problems with attendance.

Below are a few things to keep in mind regarding the Annual Parent Meeting:

- This can be an introduction to the Title I program, a workshop, a welcome night, etc.; the format is up to you. Preferably, this meeting occurs at the beginning or in the fall of the school year.
- This meeting, whatever form it takes, must be documented with minutes.
- Is there two-way communication at this meeting, or is it the teacher/administrator giving information to parents about the program?
- Do you involve parents in the agenda? Do you try to get ideas from them on what this meeting should involve?

# C1-07: Title I School-Parent Compact

## Sample Template of School Parent Compact

### Compliance Indicator

- Includes the following:
  - ✓ A description of how the school developed the compact with parents.
  - ✓ How the school will provide high quality instruction
  - ✓ The importance of communication between teachers and parents
  - ✓ How the school provides reasonable access to staff
  - ✓ Opportunities for parents to participate in school activities
  - ✓ Parents' responsibility for supporting their child's learning

#### Appendix D: LEA Parental Involvement Policy

##### SAMPLE TEMPLATE\*

NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required District wide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118(a)(2) requires be in the district wide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

\* \* \* \* \*

#### PART I GENERAL EXPECTATIONS (Sample Template)

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA.] There is no required format for those written expectations; however, this is a sample of what might be included.]

The \_\_\_\_\_ name of school district \_\_\_\_\_ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement

*Parental Involvement Guidance*



# C1-07 Title I School-Parent Compact

## Sample Template of School Parent Compact

*The compact is a written agreement between the teacher and parents. It is designed to be a shared tool for both parents and teachers to communicate and work together for the improvement of student's academic achievement.*

***This is a required component of the parent involvement policy/plan.***

Items that must be included in the compact:

- ✓ how the school will provide high quality instruction
- ✓ the importance of communication between teachers and parents

School-parent compacts are most effective when teachers are able to explain to parents the academic expectations of their child, strategies used to achieve academic goals, specific learning asses or needs of the child, and how home and school can work together to assure overall success.

### Appendix D: LEA Parental Involvement Policy

#### SAMPLE TEMPLATE\*

NOTE: In support of strengthening student academic achievement, each local educational agency (LEA or school district) that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the LEA's expectations for parental involvement and describes how the LEA will implement a number of specific parental involvement activities, and is incorporated into the LEA's plan submitted to the State educational agency (SEA).

School districts, in consultation with parents, may use the sample template below as a framework for the information to be included in their parental involvement policy. School districts are not required to follow this sample template or framework, but if they establish the district's expectations for parental involvement and include all of the components listed under "Description of How District Will Implement Required District wide Parental Involvement Policy Components" below, they will have incorporated the information that section 1118(a)(2) requires be in the district wide parental involvement policy. School districts, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement.

\* \* \* \* \*

#### PART I GENERAL EXPECTATIONS (Sample Template)

[NOTE: Each district in its District-wide Parental Involvement Policy must establish the district's expectations for parental involvement. [Section 1118(a)(2), ESEA.] There is no required format for those written expectations; however, this is a sample of what might be included.]

The \_\_\_\_\_ name of school district \_\_\_\_\_ agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement

*Parental Involvement Guidance*

# C1-07: Title I School Parent Involvement Policy

## Compliance Indicator

Review this document under C1-09.

Includes the following:

- ✓ Convene an annual public meeting.
- ✓ Offer a flexible number of meetings,
- ✓ Involve parents in an organized, ongoing and timely way
- ✓ Provide parents with timely information on topics such as curriculum, assessments etc., and opportunities for regular meetings (if requested).
- ✓ Provide for the submittal of parent comments on school plans.
- ✓ Show how parents were involved in the development and agreement of the plan.
- ✓ Distribution in an understandable, uniform format and in a language the parent can understand.

September 2014

### *School Parent Involvement Policy/Plan*

A school's written policy should describe specifically enough for parents and school system personnel to readily understand *how* each participating Part A school will do the following:

- *Convene an annual meeting* to inform parents of their school's participation in Part A, to explain Part A's requirements, and their right to be involved. In preparation for this meeting, efforts should be made to determine the most convenient time for parents of participating children to attend and to determine the most reliable method for ensuring that parents receive notice.
- *Offer a flexible number of meetings*, such as in the morning or evening, and provide, if necessary, with Part A funds transportation, child care, or home visits as these services relate to parental involvement.
- *Involve parents, in an organized, ongoing, and timely way*, in the planning, review, and improvement of Part A programs, including the school parental involvement policy and the joint development of the schoolwide program plan, if any. If a school has in place a process for involving parents in the joint planning and design of its general education programs, the school may use that process as long as there is adequate representation of parents of participating children, and it conforms to, and is effective in implementing, the parental involvement requirements of Part A.
- *Provide parents of participating children--*
  - (a) *timely information* about Part A programs;
  - (b) *school performance profiles* required under section 1116(a)(3), where the LEA must assess annually the progress of each participating school;
  - (c) *their child's individual student assessment results*, including an interpretation of such results;
  - (d) *a description and explanation of the curriculum* in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;
  - (e) *opportunities for regular meetings* to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children if parents express an interest in doing this; and
  - (f) *timely responses* to the suggestions made by parents that have been offered in meetings such as those described in (e) above; and
- *If the schoolwide program plan is not satisfactory to parents, the school will submit any parent comments on the plan when the school makes the plan available to the LEA.*

# Title I-C

## Migrant Program Needs Assessment

### C1-8: Migrant Program Needs Assessment

- *MEP Needs Assessment*
- *MEP Priority for Services*

### C1-9: Migrant Program Needs Assessment

- *MEP Service Delivery Plan*